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English

Entry Level 3, Book 3

GLH 3

**Commas, Compound Sentences
and Writing Detailed and Longer Texts**

Name	
Number	
Location	
Date Issued	

E3

➤ Introduction

This booklet is part of your learning programme.

Remember to read carefully and try your best. Don't worry if you get stuck, make a note on the booklet and move on to the next task. Try coming back to it later, see if you can work it out then.

If you are still stuck, remember to make a note at the end of the booklet.

Throughout the booklet, you will see that some words have been printed **blue and bold**. You will find more detailed explanations of each of these words in the 'Glossary' at the back of the booklet.



Glossary is a list of often difficult or specialised words with their definitions, placed at the back of a book. You may also know this as a word bank.

By working through this booklet, you will become confident using commas and creating compound sentences. Learning these skills will help you to create sentences that are more interesting, detailed and engaging. You will learn some skills that will help you to write texts with an appropriate level of detail and of appropriate length.

What Do the Symbols in this Booklet Mean?



Where you see this symbol, there is a skills practice or activity for you to complete.



Information, explanations and case studies are shown with this icon.



This shows you there is a glossary or word bank with the meaning and correct spelling of key words.



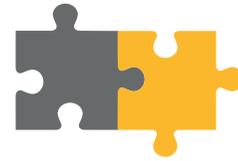
This icon shows where to write comments for your tutor to read.



This symbol lets you know there are some key points to remember.



The Big Picture



You are studying Entry Level 3 English, which is taught over 55 Guided Learning Hours (GLH).

The programme covers the units listed below. The unit that you're working on today is ticked.

Booklet		GLH	
1	Spelling		
2	Punctuation		
3	Commas, Compound Sentences and Writing Detailed and Longer Texts	3	
4	Spelling with Prefixes, Suffixes and Homophones		
5	Finding the Meaning of Words		
6	Plurals and Grammar		
7	Use Appropriate Language for Purpose and Audience		
8	Logical Order, Paragraphs, Subheadings and Narrative Writing		
9	Using Bullet Points, Writing Reports and Using Layout Features to Find Information		
10	Text and Purpose		
11	Reading to Identify and Extract Main Points and Ideas		
12	Recap and Summary		

Outcomes

These are the outcomes you can achieve by completing the learning activities in this booklet.

1

Use commas to separate items in a list.

2

Explain what an independent clause is.

3

Use conjunctions and commas to create compound sentences.

4

Practise strategies to write with appropriate detail and length.



Recap



A **recap** is an effective way of helping you to remember and apply what you have learnt. If this is your first booklet, it may help you to think about what you know already about this subject. Can you answer the following questions?



What was the last booklet you completed?



Can you remember what you learnt about?



Can you remember three key points from the booklet?

1

2

3

Recap

In this booklet, you will learn about commas and compound sentences. To understand the information in this booklet, you should know what a sentence is and the meanings of the different word types.

The Different Word Types	
Noun	The name given to a person, place or thing.
Verb	A word that tells you what something is doing.
Adjective	A word that describes something.

Example:

The **young man drank** from the **broken mug**.

↗
↑
↖
↗
↖

adjective noun verb adjective noun



Pronoun A word that replaces a noun used for someone or something in a sentence.

I walked to the beach.	'I' is the pronoun.
She bought a new car.	'She' is the pronoun.
They spoke to Katie's neighbour.	'They' is the pronoun.



Task
1

Use the information above to check your understanding.

Circle the noun in this sentence.	Circle the verb in this sentence.	Circle the adjectives in this sentence.
The mug was hot.	He drove to the beach.	Chris sold his old blue car.



Recap

Can you think of any other nouns, verbs and adjectives?

Use the table below to record them.

If you have a book, newspaper or letter, you could pick random sentences from it and decide which words are nouns, verbs or adjectives.



Task
2

Nouns:

Verbs:

Adjectives:



Full stops show the end of a sentence. A sentence is a complete statement providing information. A complete sentence must make sense when read by itself.



Task
3

The full stops and capital letters have been removed from this piece of writing. Your task is to show where they should be included. Circle the letters that should be in capitals.

i have just returned from a trip to the museum of london we
only went because it was raining and jamal was bored we
ended up having a brilliant time i hope we can go back with
our parents soon

Using Commas – Lists



Commas (,) have a number of different jobs in your writing. At Entry Level 3, you will learn to use commas for separating items in a list and to join independent clauses (compound sentences – go to page 15 for more information).

Their main role is to help make your sentences clearer and well structured so that they are easier to read.

We use commas in sentences to show clear lists of three or more items. We do this instead of repeating **'and'** between each item.

Sometimes, these items are things like objects:

- I must buy some eggs, milk, sugar and tea.
- I will wear my black, green or purple dress.

Sometimes, these items are things you do or places you go.

- I played golf, went to the café, watched the football and then went to bed.
- I might go to the cinema, play golf or go swimming today.



Task
4

How have **'and'** and **'or'** been used in these example sentences?

Explain the rule:



Using Commas – Lists



Task 5

Apply these rules for using commas and 'and/or' when creating lists in sentences. Rewrite the sentences below.

1. I went to the game to laugh have fun talk with my friend.
2. Sanjit will call his rescue dogs Harry Reggie Enzo.
3. I cleaned the dishes mopped the kitchen dusted the house.
4. Dewsbury has shops bars cafés lots of famous landmarks.

Using Commas – Lists

Use commas to create at least one sentence for each of these questions. Make sure you use the and/or rule too.

Example:

What will you wear in the snow?

I will wear jeans, a jumper, boots, a scarf and a woolly hat in the snow.



Task
6

1. What did you eat yesterday?

.....

2. What are your favourite TV programmes?

3. What activities do you do every day?

Check that you have included capital letters, full stops and commas.

There are some more to complete on the next page.



Using Commas – Lists



Task
6

Continue to use commas to create at least one sentence for each of these questions. Make sure you use the and/or rule too.

4. What do you like to do in your spare time?

5. What countries do you want to visit?

Check that you have included
capital letters, full stops and commas



Compound Sentences

Not every conjunction can be used to join every sentence. We have to use a conjunction that makes sense.

In the table below, the conjunctions on the previous page are explained.

because	Used to explain the reason something happens or why it is described in a particular way. He was proud because his daughter graduated from university.
and	And is used to show that something else happened and that this is related to the first part of the sentence (the first independent clause). The dog ran on the beach, and then he had a bath.
but	It's used to connect two statements that contrast or contradict each other in some way. Learning English is difficult, but it is fun!
or	Or is used to show alternative. You can work hard, or you can fail.
yet	Yet is used in a similar way to 'but'. It's used to connect two statements that contrast or contradict each other in some way. We use it to show a contrast between the two clauses. She can play the piano very well, yet she can't read music at all.
so	So is used to show that the second half of the sentence (the second clause) has happened as a result of the information given in the first half of the sentence (first clause). We missed the train, so we called for a taxi.

Compound Sentences



Task 7

Use the conjunctions on the previous page to join the independent clauses together. Check that you use a conjunction that makes sense for the sentences. Don't forget the comma before the conjunction.

- | | |
|--|----------------------------|
| John likes playing video games. | John likes reading. |
|

 | |
- | | |
|--|--------------------------------------|
| Akira should revise. | Akira will not pass the exam. |
|

 | |
- | | |
|--|------------------------------------|
| I didn't enjoy the meal. | The waiter was very polite. |
|

 | |

There are some more to complete on the next page.

Compound Sentences



Task
7

4.

We arrived at the hospital early.	We waited in the car.

5.

I have saved fifty pounds.	I still cannot afford new trainers.

6.

Sam needs a Health and Safety qualification.	He might not get the job.

7.

He doesn't want a cat.	His wife has just adopted a cat.

Read your compound sentences – are you happy that the conjunctions you have chosen make sense? If not, use the space below each sentence to try again.

Compound Sentences



Task 8

You have been given 11 independent clauses below and on the next page. Use a comma and a conjunction to create your own compound sentence using these independent clauses.

1. I don't like gardening.
2. Keesha wants a good job.
3. The bus was late.
4. Their children are happy.
5. I used to go to London often.

Check that you have actually used a second independent clause in these compound sentences and that you have tried to use a range of the different conjunctions.



Compound Sentences

You have been given three short writing tasks. For each task, write at least four sentences. Aim for two of these sentences to be compound sentences. After finishing each task, check your own writing. Tick the boxes if you have included the requirements. This is good **proofreading** practice.



Task
9

You saw a job for a barista advertised on social media. Write a short message to the company to ask for some more information about the job. You should ask:

- Where the coffee shop is
- What shifts are available
- What experience is needed
- What the hourly pay is



Proofreading

Have you used capital letters correctly?	
Have you used a full stop, question or exclamation mark at the end of each sentence?	
Have you written four or more sentences? Count your full stops, question or exclamation marks.	
Have you used at least two conjunctions to create compound sentences?	



Compound Sentences



Task 10

Write an email to your boss to ask them for the afternoon off. Include:

- What date you will need the time off on
- What time you will be leaving work
- Why you need the time off
- How you will make the time up

Proofreading

Have you used capital letters correctly?	
Have you used a full stop, question or exclamation mark at the end of each sentence?	
Have you written four or more sentences? Count your full stops, question or exclamation marks.	
Have you used at least two conjunctions to create compound sentences?	

Compound Sentences



Task
11

Write a letter to Argos to explain why you are sending back a faulty item. Include:

- What the item is
- Which store you bought the item in
- What the fault is
- What you would like the shop to do

Proofreading

Have you used capital letters correctly?	
Have you used a full stop, question or exclamation mark at the end of each sentence?	
Have you written four or more sentences? Count your full stops, question or exclamation marks.	
Have you used at least two conjunctions to create compound sentences?	





Notes





Let's keep going

ROW

What You Have Learnt So Far?



So far, you have:

- Recapped on nouns, verbs and adjectives
- Used commas to write lists
- Learnt what an independent clause is
- Learnt what a conjunction is
- Used commas and conjunctions to write compound sentences



WWW (What Went Well)

EBI (Even Better If)

Next steps

Learner feedback (Please provide some feedback for your tutor following the comments that you have just made on your work.)



➤ Writing Detailed, Longer Texts

In your final functional skills assessment, you will be asked to write two pieces of writing – we often refer to these as **texts**. You will be told what you have to write about.

You will also be given four **bullet points**, which you should use to plan what you will include in your writing.

Example:

You want to do a running challenge to help you get fit. Invite a friend to do the challenge with you.

Write an email to explain:

- Why you want to get fit
- When you want to start the challenge
- What you think the benefits to your health will be
- Why you want your friend to join you in the challenge



The person marking your assessment will check that you have written about these points. You could **lose marks** if you miss any of these points.

It is important that you write with as much detail as possible during the time you are given, as this will give you the chance to show off your skills.



One way to make sure you write enough detail is by **making a plan**.

You could create a plan by looking at each bullet point and deciding what you could write about each one. By doing this, you will be able to create a detailed piece of writing. This example shows a quick plan for the first bullet point.

- **Why you want to get fit**
 - to lose weight
 - to improve health
 - to improve stamina

From just one bullet point, we have already planned to write three pieces of information. In the actual piece of writing, you could write either three separate sentences or use commas.

Writing Detailed, Longer Texts

Use the example on the previous page to create a detailed plan for the same writing task.



Task
12

When you want to start the challenge

What you think the benefits to your health will be

Why you want your friend to join you in the challenge

Another thing to remember is that you want your piece of writing to seem real!

You can do this by including a sentence or two at the start and end.

For example: when writing informally to a friend, you may start by asking:

'How are you?' and finish saying, **'Hope to see you soon.'** This will help to increase the length of your text too.



Writing Detailed, Longer Texts



Task
13

What **relevant** sentences could you include in this email to make it seem more **realistic**, whilst also make it more detailed?

Whilst you may not think you are the type of person who emails their friends to invite them to participate in a running challenge, you are showing the person marking your assessment that you understand how to write emails to your friends no matter what the topic is!

Writing Detailed, Longer Texts

Look at the question below. This is an example of a task you will be given in your final assessment.

You have watched a TV programme on how animal care can help people to overcome mental health problems. You know that many prisoners have mental health issues.

Write a letter to the Head of the Mental Health Team to tell them why you think that pets should be allowed in prison. Include:

- The benefits of pets in prisons
- Which animals would be suitable
- Who would look after the animals
- How prisoners would care for the animals

You will not be writing this letter, but you are going to create a plan. You should plan a detailed letter, with lots of relevant information in, which would be around 75 words.

You can use the planning style from the previous task to start planning this letter, or you could use a mind map.

Turn over for both options.



Writing Detailed, Longer Texts



Task
14

The benefits of pets in prisons

Which animals would be suitable?

Who would look after the animals?

How prisoners would care for the animals

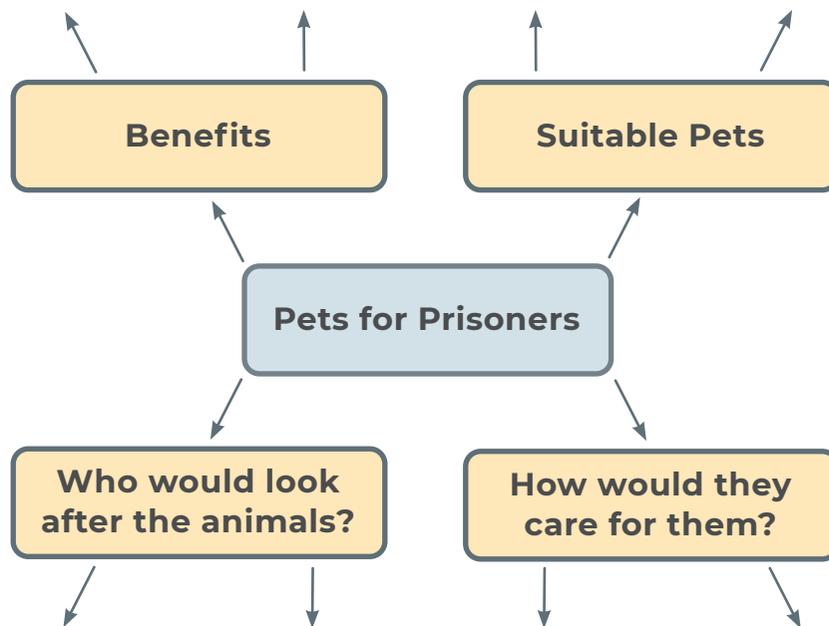
Writing Detailed, Longer Texts



Task
14

On this page, you can plan the letter using a mind map.

You do not have to do this if you have already completed the previous task.



Writing Task – Descriptive Writing

Being able to write **creatively** is a skill some people struggle with when working towards their Functional Skills English qualification. In every writing task, you should be using your imagination to add interesting and important detail.



One way we can add detail to our writing is by using **adjectives**.

At the start of this book, you learnt that an adjective is a word that describes. You can look back at that section to look at the examples of adjectives in sentences.

Adjectives give you the power to create interesting sentences, which will help the person reading to create images in their mind.

Look at these two sentences. Can you see the difference?

Sentence 1: I walked down the road.

Sentence 2: I slowly walked down the dimly lit road.



Before you start writing your own pieces of descriptive writing, read this paragraph taken from 'Great Expectations' by Charles Dickens.

Charles Dickens is a famous author born in 1812. He was well known for writing detailed descriptions of characters in his novels.

Look at how he describes his sister in this part of the story.

'My sister, Mrs. Joe, with black hair and eyes, had such a prevailing redness of skin that I sometimes used to wonder whether it was possible she washed herself with a nutmeg-grater instead of soap. She was tall and bony, and almost always wore a coarse apron, fastened over her figure behind two loops, and having a square impregnable bib in front, that was stuck full of pins and needles. She made it a powerful merit in herself, and a strong reproach against Joe, that she wore this apron so much.'

Writing Task – Descriptive Writing

In this writing task, you will see two images showing very different **scenes**. You will practise using your imagination to describe the two scenes as though you are there. Think about:

Where you are

What you see

What you hear

What the weather is like

What you are doing

What you smell

How you feel

Who is there



Task
15



Plan your writing for **Scene 1** here.

Write your final piece of writing on the next page.

.....

.....



Task
16



Plan your writing for **Scene 2** here.

Write your final piece of writing on the next page.

.....

.....

Writing Task – Descriptive Writing

From your plans, create a piece of writing for each scene.
Aim to write no less than 50 words for each scene.



Task
17

Scene 1



Task
18

Scene 2

Reflection Time

In this book, you have;

Recapped on nouns, verbs and adjectives.	✓
Used commas to write lists.	✓
Learnt what an independent clause is.	✓
Learnt what a conjunction is.	✓
Used commas and conjunctions to write compound sentences.	✓
Learnt how to create a plan.	✓
Used adjectives in your written work to describe creatively.	✓

These skills will enable you to write sentences that contain important and interesting information. By developing these skills, your writing will also be easier for people to understand.

Ensuring that your writing is easy to understand and informative, whilst also being as interesting as possible, is a skill you will use in every piece of writing you do.

From writing emails to colleagues in work, to writing text messages to friends, you can use the skills from this book to make sure your sentences make sense and contain the detail they need.





WWW (What Went Well)

EBI (Even Better If)

Next steps

Learner feedback (Please provide some feedback for your tutor following the comments that you have just made on your work.)



Adjective	A word that describes something.
Bullet Points	A bullet point is a symbol (usually a bold circle) that helps to show lists.
Contradict	To state the opposite of a statement or idea put forward.
Contrast	To compare in order to show unlikeness or differences.
Creatively	Doing something in a way that is original or imaginative. Authors of books are often considered to write creatively.
Noun	A word used to identify a person, thing or place. For example: teacher, mug and college are nouns.
Pronoun	A word used to show a person, gender or thing (I, you, he, she, it, we, they, me, him, her, us, and them).
Proofreading	Checking written or printed texts and marking any errors to correct.
Realistic	Something that is realistic is something that imitates real life.
Relevant	Used to explain something being a sensible answer. Something that is relevant is something that has connection to something else.
Scenes	Used to explain a place in real life or in fictional writing.
Subject	A person, place or thing (often a noun) that is being discussed, described or dealt with in a sentence.
Texts	Texts are pieces of writing that we read or have written. They include letters, emails, reports, text messages, stories, articles, posters etc.
Verb	A word used to describe an action, situation, or event.

Next Steps

Now you have completed Booklet 3, please return this to your tutor/trainer.

Your tutor/trainer will mark the work and provide you with some feedback showing what you have done well and suggestions on improvements.

The next booklet will be provided to you.



Have Your Say



We would be interested in your opinion of this booklet.

1. **Was there anything you found easy in this workbook?** Yes No
If you answered yes, what did you find easy?

2. **Was there anything you found hard?** Yes No
If you answered yes, what did you find hard?

3. **Is there anything that you would like your tutor to go over again?** Yes No
If you answered yes, what is this?

4. **If your tutor provided learning aids, did you use them?** Yes No
If you answered yes, how were they useful?

5. **Would you like more support?** Yes No
If you answered yes, one of our Support Staff will get in touch with you.

6. **Do you have any questions?**

7. **What have you learnt from this booklet?**



Notes



